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ABSTRACT

The report provides descriptions of 65 projects in the states of Illinois, Minnesota, Missouri, Ohio, and Wisconsin which were identified by a peer nomination process as representing unique and exemplary practices in special education. The one page description of each project includes program title; information on population served; a one paragraph description; program materials available; funding information; and name, address, and phone number of a contact person. (DB)

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FORWARD

In 1980-81 the Office of Special Education and Rehabilitative Services (OSERS) funded the Council of Administrators of Special Education, Inc. (CASE) to conduct a pilot project of identifying unique or exemplary practices in special education and linking potential adopters with those practices.

The states of Illinois, Minnesota, Missouri, Ohio, and Wisconsin were selected for the pilot project. A peer nomination process was established in each of these states resulting in the nomination of 72 projects thought to represent unique and exemplary practices. Through a questionnaire sent to the CASE membership in the pilot states, eight projects of greatest interest were identified and presented at a regional conference in Milwaukee, Wisconsin on March 27, 28, 29, 1981.

This publication presents a brief description of most of the nominated projects. The descriptions provide minimal information and potential adopters are encouraged to call or write to the contact person for a full explanation of the program or practice. While it is believed that the programs presented will be useful, the inclusion of a program is not to be considered as an endorsement by CASE or OSERS.

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PROGRAM TITLE

Behavior Education Center.

POPULATION SERVED

Behavior Disorderes, severe and profound multiply handicapped, with primary diagnosis BD.

DESCRIPTION

The "Behavior Education Center" is a special education cooperative day-school serving the BD population of eight elementary and two high school districts. Student enrollment is about 300, encompassing ages 5 through 18. There are 30 classrooms, each staffed by a certified BD teacher and an aide. Adjunctive staff includes 10 therapists (psychologists and social workers), 4 psychoeducational diagnosticians (academic therapists), 2 speech and language pathologists, 2 physical education/adaptive education instructors, 2 art/art therapy instructors, 1 instructor of home economics, 1 instructor in manual arts, 1 coordinator of vocational education/job placements, 1 nurse, and consultants in psychiatry and neurology. Program also offers special parent counseling services (both during the day and in the evening), and special outdoor education/outdoor therapy sessions at Sunrise Lake Camp.

MATERIALS AVAILABLE

Brochures on program, some curriculum materials, and some papers on classroom management and outdoor education/outdoor therapy.

FUNDING INFORMATION

This program is funded by participating districts.

CONTACT PERSON

Gordon Line, 1001 West Dandee Road, Wheeling, IL 60090. (312) 459–8890.

PROGRAM TITLE	Bilingual Teacher Training.
POPULATION SERVED	Exceptional children of limited English proficiency.
DESCRIPTION	The Northwest Educational Cooperative, in conjunction with National College of Education, enrolled 30 experienced bilingual teachers from Illinois school districts in the Bilingual Special Education Teacher Training program. The program was comprised of three interrelated components. The first of these required that all students enroll in a sequence of courses treating topics of Special Education required for LD certification. The second component required students to participate in a series of ten workshops emphasizing the specialized area of training and the special treatment of exceptional children of limited English proficiency for which additional graduate hours were accrued. The Cooperative brought in prominent professors who, through their research, have contributed significantly to bilingual special education. These two components were designed to provide a broad based foundation for working with learning disabled children of linguistic minority background. The third component required each student to participate in two field experience practica. The first provided the student with an opportunity to apply newly acquired knowledge in a carefully supervised atmosphere and enable him to explore methods, materials, and programs for children in need of specialized services. The second practicum was unique in that it provided direct services in Special Education to children of limited English proficiency, representing a major effort to integrate specialized services with existing bilingual programs in the state. Children of limited English proficiency have generally not received such services due to lack of qualified personnel knowledgeable in the language and culture of the children. The two practica represented two distinct delivery models, one a self-contained classroom and the other a resource room. This gave students an opportunity to work with children with emotional disorders as well as children with learning disabilities. Successful completion of the practicum was contingent upon the student's ability to demonstrate competency in the following areas: (1) Assessment and diagnosis of a child's level of educational and behavioral functioning through the proper use of standardized norm-referenced tests suitable for children of limited English proficiency, criterion-referenced instruments, and direct child observation. (2) Formulation of a child's Individualized Educational Program (IEP) based upon assessment and diagnosis. (3) Academic remediation through the use of appropriate curriculum designs. (4) Utilization of behavior management techniques. (5) Communication with parents and other school personnel through comprehensive written evaluation reports and multidisciplinary staffing.
MATERIALS AVAILABLE	Tapes of special seminar series are available. Information with respect to the loan of these tapes can be obtained by contacting the project director.
FUNDING INFORMATION	Illinois State Board of Education, Special Education Section provides funds which support this program. Operational cost per year is approximately $70,000.
CONTACT PERSON	Ron Perlman, 500 South Denyer, Arlington Heights, IL 60005 (312) 870–4122.

PROGRAM TITLE

B.I.P.A.S.– Bilingual Individual Program Assessment in Spanish.

POPULATION SERVED

One thru grade eight – Spanish speaking handicapped children.

DESCRIPTION

BIPAS is a non-categorical special education program designed to meet the needs of handicapped children whose primary language is Spanish. Regular bilingual education teachers refer students to the BIPAS program. A complete educational assessment is conducted in the child's primary language. If the need for special education services is indicated, BIPAS provides a full range of service delivery options. (1) Students may receive direct instruction in a resource room program staffed by a trained bilingual special education teacher and bilingual teacher's aide. BIPAS operates two resource rooms: a level one class for students of first and second grade levels and a level two class for third and fourth grade students. BIPAS curriculum areas include language arts, math, visual motor skills, auditory and visual perceptual development, and receptive and expressive language skills. Instruction and materials are presented both in Spanish and English with a decided emphasis placed upon the development of oral communication skills in English. (2) Students may receive non-academic and content area instruction (i.e., science and social studies) in regular classroom settings. BIPAS staff clarify concepts presented for students in their primary language. BIPAS staff also work directly with regular classroom teachers providing consultation and instructional materials that will enable these teachers to better accommodate handicapped students. (3) BIPAS staff monitor student progress through the administration of a criterion referenced math and reading test given in the student's primary language. Proficiency in the use of the English language is also assessed on a continual basis. BIPAS staff provide on-going consultation and support to regular classroom teachers in order to facilitate the total integration of these handicapped students into regular classroom settings. BIPAS staff include a project coordinator, a bilingual, bicultural psychologist, two trained bilingual special education teachers and bilingual teachers' aides.

MATERIALS AVAILABLE

BIPAS maintains an instructional materials center containing a variety of special education materials in both Spanish and English. Additional information is available upon request.

FUNDING INFORMATION

BIPAS is supported through local and state funds.

CONTACT PERSON

Robert E. Abbot or William Vickers, Director of Special Education, 1201 North Sheridan Road, Waukegan, IL 60085. (312) 336–3100.

PROGRAM TITLE

Center for Program Development for the Handicapped.

POPULATION SERVED

Handicapped adults (all disabilities) age 18 years or older who are residents of the Chicago area.

DESCRIPTION

The Center for Program Development for the Handicapped of the City Colleges was established in 1975 to help make the resources of all nine Chicago City Colleges assessible to handicapped individuals and the people who work with them. The Center is designed to identify and provide support services for handicapped students enrolled at the Colleges; to recruit and mainstream unserved handicapped individuals; to work with community agencies, consumer groups and rehabilitation professionals in identifying the educational and vocational needs of handicapped individuals and to inform handicapped persons, their families and those who work with them about its services. Center staff coordinates the Learning for Life Skills Program, a network of services available for developmentally disabled adults. Slow learning adults have access to courses offered through the Adult Continuing Education Department of the Chicago Community Colleges. Off campus classes are available for those handicapped students unable to use the college campus. Learning for Life Skills classes include: getting and keeping a job, vocational exploration, improving interpersonal skills, budgeting, banking, shopping for food and clothing, living independently, maintaining an apartment, cooking, using agency and state resources, legal rights and various levels of reading, math, creative writing, speech, drama, art, physical education, health and drivers education. Counselors, tutors, notetakers, readers, interpreters and mobility trainers are available to handicapped students. The Learning for Life Skills Program includes a Vocational Training Program which provides skill training, career guidance, vocational counseling and placement services. Training takes place within the competitive work area. Vocational training is offered in clerical training, food service, maintenance, hospital service and hotel services. Each training program has a manager and job coach to monitor job placements. Students accepted into the program are provided with a minimum-wage allowance during training.

MATERIALS AVAILABLE

A program description and brochure will be provided upon request at no cost.

FUNDING INFORMATION

Start up monies for the Center were provided through a two year HEW grant. Currently the Center activities are funded by the mayor's office of Employment and Training; Illinois Department of Mental Health and Development Disabilities, Chicago Services For Work and Rehabilitation, Transitional Employment Program, and Chicago city-wide Colleges. Tuition for various course offerings included in the Learning for Life Skills Program are $11.00 for one course and $5.00 for each additional course taken concurrently, Public Aid recipients do not pay tuition.

CONTACT PERSON

Ellen McMahon, Coordinator for the Developmentally Disabled Chicago City-Wide College, 185 North Wabash Avenue, Chicago, IL 60601. (312) 977–2500.

PROGRAM TITLE

Early Childhood Education for the Handicapped.

POPULATION SERVED

A non-categorical preschool program designed to serve, ages 3–6 years, having special learning needs.

DESCRIPTION

Staff within the Departments of Pupil Personnel Services/Special Educaton and Research and Evaluation collaborated in preparing three instruction guides which provide suggestions and activities designed to facilitate mastery of developmental and readiness skills. These guides are intended to teach specific instructional skills to parents of handicapped children enrolled in preschool programs. A Pilot program was conducted in a single school district. During the pilot, children were helped to develop or improve perceptual motor, language, and body image/gross motor skills. Pre- and Post-tests administered to target children and to a comparison group showed that significant gains in designated skill areas were made by target children whose parents participated in a parent effectiveness training program built on activities described in the instructional guides.

MATERIALS AVAILABLE

Project staff have prepared the following instructional guides: 1) Early Childhood Education of the Handicapped: Instructional Activities, Chicago, IL.: Board of Education of the City of Chicago, 1979. 2) Early Childhood Education of the Handicapped: Motor Development, Chicago, IL.: Board of Education of the City of Chicago, 1980. 3) Early Childhood Education of the Handicapped: Self-Help Competencies [Being prepared for publication]. Instructional guides are not available for general distribution. Interested parties are encouraged to contact the project director and request additional information or arrange for an on-site visitation.

FUNDING INFORMATION

A variety of state and local funding sources are used to support the program.

CONTACT PERSON

Dr. Frieda Brown, Board of Education of the City of Chicago, 228 North LaSalle Street, Chicago, IL 60601 (312) 641–4141.

PROGRAM TITLE

Parent Infant Institute for Parents of Young Deaf Preschoolers

POPULATION SERVED

Deaf children, 0 to 5 years of age and their parents who are residents of Illinois.

DESCRIPTION

The Parent-Infant Institute for Parents of Young Deaf Preschoolers is a structured, week-long summer program which provides intensive training to parents of recently diagnosed deaf children, plus intensive multidisciplinary diagnostic and instructional services directly to the children. Attending parents receive medical, educational, audiological, psychological and social services for their children. In addition, parents attend information classes covering such topics as normal child development, deafness and its ramifications, strategies for helping the deaf child, legal rights as guaranteed under P.L. 94–142, and language building skill training. Attending families live on campus for the week and receive individual attention to specific problems and concerns. Educational planning is discussed so that parents develop realistic understanding of their child's immediate and future needs. Followup services provided to parents include referral to agencies in the parent's home area and on-going support from the Division of Services for Crippled Children. Parents residing outside the state of Illinois may attend the summer institute. These parents are encouraged to make special arrangements with the program director.

MATERIALS AVAILABLE

An agenda describing activities presented to parents during the week-long summer institute will be made available upon request at no charge.

FUNDING INFORMATION

This program is the result of a cooperative effort in staffing and funding among several agencies: Department of Rehabilitation Services, Division of Services for Crippled Children, Department of Public Health, Four Rivers Special Education District, State Board of Education and the Illinois School for the Deaf. The State Board of Education contributes approximately $20,000 to the support of this program. The Illinois School for the Deaf provides an additional $20,000. Other contributions amount to approximately $5,000. Parents are not assessed any special fees.

CONTACT PERSON

Dr. William Johnson, Superintendent, Illinois School for the Deaf, 125 Webster Street, Jacksonville, IL 62650. (217) 245–5141.

PROGRAM TITLE

Parent Infant Program.

POPULATION SERVED

Infants, ages 0–3, with suspected disabilities.

DESCRIPTION

A program for 0–3 year old handicapped children and their parents. In a model home, skilled teachers show parents how to begin to overcome the difficulties the child has. After determining the needs of infant and parent, a teacher specialist works with them on an individual basis to develop skills. Families are taken to and from the model home by taxi, without charge. Young brothers and sisters are cared for while parent and child are working with the teacher.

MATERIALS AVAILABLE

A brochure describing the program.

FUNDING INFORMATION

Specific information regarding funding sources, operational and implementation costs may be obtained directly from the contact person listed below.

CONTACT PERSON

E. Alberta Bryand, Skinner School, 111 South Throop Street, Chicago, IL 60600. (312) 733–3065.

PROGRAM TITLE

Preparing Autistic/Autistic-Like Children for the Least Restrictive Environment.

POPULATION SERVED

School age autistic/autistic-like children ages 3–18 years.

DESCRIPTION

This program for autistic students was designed to: (a) plan, develop, and evaluate an educational program, (b) modify the behaviors of autistic students by utilizing behavior modification principles and parent training techniques, (c) develop a specific language program for each student and to integrate the language component into the behavioral module, (d) to reintegrate the autistic student into the joint agreement program, (e) plan, establish, and evaluate integration strategies and operational system for children returning from private placement to regional program placement including parent follow-through, (f) cooperatively formulate and implement a continuum of services. The program has addressed the development of new public school structures and instructional approaches, parent involvement, instructional resources for teachers, inservice training for teachers, greater communication with the public regarding educational needs for autistic children, greater utilization of educational and cultural resources in planning and implementing programs, utilization of community based programming, and program evaluation.

MATERIALS AVAILABLE

General information on autism, including dietary information, intake forms, evaluation methods, and a bibliography, will be made available upon request.

FUNDING INFORMATION

Training Program is funded through Title IV–C and classrooms are funded locally. The average cost per student is $8,000.

CONTACT PERSON

Tom Cox, Director/School Psychologist, BASED Autistic Program, Belleville Area Special Education District, 1404 East Main Street, Belleville, IL 62221. (618) 235–4081.

PROGRAM TITLE Project AWARE.

POPULATION SERVED Private sector employers.

DESCRIPTION Project AWARE provides information to private sector employers regarding the hiring and training of disabled individuals. This program has been implemented through an ongoing series of symposiums addressing the following topics: 1) Attitudinal barriers that are obstacles to equal employment opportunities; 2) Responsibilies to an affirmative action program that complies with the current law; 3) Information on financial assistance available to employers who hire the disabled; 4) Suggestions for alternative interviewing techniques; and 5) Specific procedures on training disabled persons.

MATERIALS AVAILABLE Manual–Slide Presentation, Brochure–Fact Sheet, and Film: "I Want Them To Hire Me." Information with respect to the loan of the above mentioned materials can be obtained by contacting the project director.

FUNDING INFORMATION This project is funded by the Private Industry Council of Suburban Cook County CETA Title VII Employment generating services. The cost of implementing the program was $193,000.

CONTACT PERSON Ed Spink, Illinois Association for Retarded Citizens, Room 508 Ridgely Building, Springfield, IL 60600. (217) 522–9643.

PROGRAM TITLE

Project S.U.C.C.E.S.S.– Successful Utilization of Core Curricula in the Education of Secondary Students.

POPULATION SERVED

Secondary school age learning disabled students.

DESCRIPTION

Project SUCCESS has as its primary goal to serve secondary school age learning disabled students within the mainstream of their local secondary attendance area. The project is designed to eliminate: transporting students between districts; stigmitizing students from the academic and social activities of the regular high school program. Utilizing knowledge of the student's individual strengths and weaknesses, Project SUCCESS staff provide compensatory tutorial instruction to handicapped students as a means of supplementing the Core Curricula of the regular academic program. The Project SUCCESS classroom teacher uses the "mainstream" curriculum objectives established by the regular classroom teachers to formulate the learning disabled student's individualized educational program. Instruction is provided on a one-to-one basis (i.e., teacher–student, teacher aide–student, student–student). Project classroom involvement varies from less than one-half of the school day to one class period per week depending upon the student's needs. Additionally, all students participate in weekly group sessions designed to improve student motivation. Parental involvement in the student's educational program is actively sought and maintained. Statistically significant gains in grade point average and achievement test scores are cited as evidence of the project's success.

MATERIALS AVAILABLE

A brochure presenting a brief project overview and a project report entitled The Pathway to SUCCESS are available upon request.

FUNDING INFORMATION

The project was initiated through Title IV–C monies and is now supported through local and state matching funds. One unit of the SUCCESS classrooms can be implemented by an adopting district for $1,047.50 which serves 15 students creating a per capita cost of $69.83 per student during the first year of operation. The maintenance costs for successive years of program operation are approximately $130.00 per year or $8.66 per student. Costs reported are estimates excluding salaries which vary nationwide.

CONTACT PERSON

Dr. Lewis S. Sarff, Director, Project SUCCESS, Wabash and Ohio Valley Special Education District, Hood Center, Box E, Norris City, IL 62869.

PROGRAM TITLE	Project TRACE – Transitional Resource Addressing Children's Early Education.
POPULATION SERVED	Handicapped children, ages 3 to 8 years, who exhibit one or more of the following handicapping conditions–visual impairment, hearing impairment, serious emotional disturbance, orthopedic handicaps, speech impairments, moderately mentally handicapped.
DESCRIPTION	Project TRACE (Transitional Resource Addressing Children's Early Education) is a model demonstration program operated by the West Chicago Elementary Schools, District No. 33 to serve handicapped children, ages 3 to 8 years. Project TRACE curriculum encompasses self-help skills, gross and fine motor skills, receptive and expressive language skills, adaptive social behavior, visual and auditory processing skills and pre-readiness, readiness or academic skills. The Project TRACE delivery system is comprised of four placement alternatives: 1) The TRACE Preschool serves 20 children, ages 3 to 4, in two 2-hour sessions, five days per week. The Preschool is staffed by a special education teacher, certified in early childhood education, a full time aide and a speech clinician; 2) Itinerant Preschool Services are available to children attending local private nursery schools. Project staff include an itinerant speech clinicial and occupational therapist; 3) TRACE Transitional Kindergarten is an integrated kindergarten which serves 10 handicapped and 18 nonhandicapped children. The kindergarten is team taught by a regular and a special education teacher. A full time project aid also serves this component of the project; 4) Transitional Primary Program provides itinerant services to 20 handicapped children ages 6 thru 8 who are enrolled in primary grade regular class programs. A special education teacher offers direct instruction to small groups of handicapped children and consultation to regular classroom teachers. Parental involvement in Project TRACE is an important aspect of the program. Regular home visits, parent-teacher conferences, monthly parent education programs are provided.
MATERIALS AVAILABLE	Brochure, TRACE Curriculum Guide at cost, and Replication Workbook describing steps in replicating the project. The cost of the workbook is $2.00.
FUNDING INFORMATION	This project has been funded for 3 years as a Model Demonstration Project by the OSE and is now funded by the district. The replication costs will be primarily for personnel and will vary according to district's salary schedules.
CONTACT PERSON	Dr. Barbara Waller, Director of Student Services, Project TRACE, West Chicago Elementary Schools/District No. 33, 312 East Forest Avenue, West Chicago, IL 60185. (312) 231–1670.

PROGRAM TITLE

Speech Assistant Program.

POPULATION SERVED

Mild and Moderately mentally handicapped, learning disabled and speech impaired students enrolled in grades 1 to 8 who require speech services as part of their IEP's.

DESCRIPTION

This program employes speech aides, having a minimum of a high school diploma, and speech assistants, having a bachelor's degree in Speech and Language Pathology, to work with handicapped demonstrating speech and language impairments. Speech aides and speech assistants work under the direct supervision of certified speech therapists who have obtained a master's degree. Unique features of this program include a structured inservice program for staff and the development of a professional ladder leading to full certification as a speech therapist. The program has served to increase the number and frequency of therapy sessions provided to identified handicapped children.

MATERIALS AVAILABLE

A Model of the Speech Aide and Speech Assistant Program, Chicago, IL: Board of Education of the City of Chicago, 1980. A five page project description is available upon request. Project director is available to provide direct consultation to school systems interested in adopting a similar program.

FUNDING INFORMATION

The Speech Assistant Program receives funding from P.L. 89–313 and P.L. 94–142 monies, state reimbursement and local funding sources.

CONTACT PERSON

Dr. Joanne Roberts, Bureau of Physically Handicapped, Room 660, 228 North LaSalle, Chicago, IL 60601. (312) 641–4154.

PROGRAM TITLE The Parent Helper Program.

POPULATION SERVED Parents of handicapped children.

DESCRIPTION The Parent Helper Program is a service organization affiliated with the Peoria Association for Retarded Citizens (P.A.R.C.). The parents of handicapped children are trained to serve both as information conduits and as concerned individuals to provide effective emotional support for families having a newly diagnosed developmentally disabled child. Client families are referred to Parent Helpers either by professionals or concerned lay personnel with the proviso that the client families desire Parent Helper services. Clients are matched with Parent Helper members having a similarly handicapped child. Visits and telephone consultations are used to establish rapport with client families within a nine county area. All Parent Helper services are provided by lay personnel and never overlap any professional programs or services.

MATERIALS AVAILABLE Training packet for Parent Helpers, Cost $5.00.

FUNDING INFORMATION The program is funded through local contributions.

CONTACT PERSON Beth James, Coordinator of Family Education, 320 East Armstrong Avenue, Peoria, IL 61603. (309) 672–6308.

PROGRAM TITLE	The West Plan.
POPULATION SERVED	A non-categorical program serving students in grades K–6 who qualify for services provided by teachers of the trainable mentally handicapped, educable mentally handicapped, learning disabled, visually impaired and bilingual children.
DESCRIPTION	The West Plan is a non-categorical service delivery strategy designed to provide an alternative to categorical, self-contained classroom settings. The West Plan utilizes a team approach involving teachers of the trainable mentally handicapped, educable mentally handicapped, learning disabled, visually impaired, primary diagnostic, English as a Second Language, bilingual education, and a consultant for special education. Ancillary support personnel serving on the team include a social worker, nurse, psychologist, and community volunteers. Even though students are distinguished by handicapping conditions and placed with a "categorical teacher," they are programmed solely on the basis of their individual needs and abilities. Existing self-contained programs are used as a home base for handicapped students. The categorical teacher maintains the child in the home-base program for a two week period, during which time he/she gathers observational data on the child, reviews the child's records and completes an informal assessment of the child's learning needs. Following this two week period, the categorical teacher meets with the team in order to develop a master profile of the child's instructional levels with respect to language arts, reading, mathematics, language, and social interaction skills. Students are assigned to a variety of instructional settings (e.g., regular classroom settings, individual and small group instructional settings, hobby clubs) on the basis of this information.
MATERIALS AVAILABLE	A booklet entitled "The West Plan" describing program design, philosophy objectives, and support staff will be provided upon request at no cost.
FUNDING INFORMATION	West Plan is supported through local funds and state matching funds.
CONTACT PERSON	Robert E. Abbott or William Vickers, Director of Special Education, 1201 North Sheridan Road, Waukegan, IL 60085. (312) 336–3100.

PROGRAM TITLE CETA/Education Summer Program (CESP).

POPULATION SERVED Youth ages 16–21 years.

DESCRIPTION The Region VI–E CETA Education Summer Program 1980 was a cooperative education and employment venture for 256 youth (ages 16–21) in a four county region in rural Minnesota. The planning, administration, and implementation involved nine agencies involved in education and employment, and 26 school districts. A 1% CETA/Education Linkage Grant combined with summer school foundation aid financed a paid 30-hour employability skills seminar coupled with 320 hours of supervised work experience. Eighty handicapped youth were recruited (i.e., current IEP) and vocational assessment was provided to 20 of these. The results were used to select appropriate job sites and also sent to the students' home school districts to augment the writing of career related objectives for the 1980–81 year.

MATERIALS AVAILABLE Final Report on the CETA/Education 1% linkage grant.

FUNDING INFORMATION Funding information may be obtained by writing directly to the contact person listed below.

CONTACT PERSON Dr. William Naylor, Mr. William Zanin, 611 West 5th Street, Willman, MN 56201. (612) 235–2064.

PROGRAM TITLE

Comprehensive Systemic K–12 General Learning Difficulty Program.

POPULATION SERVED

Kindergarten–12th grade EMR or GLD youngsters.

DESCRIPTION

The primary goal of this project is to educate the "total" student who has general learning difficulties so he/she may realize optimal academic and social potential. The project is committed to implementing both the intent and spirit of P.L. 94–142, providing handicapped students with an education suited to their unique needs. Objective: (1) To develop an academic K–12 minimum competency scope and sequence and accompanying criterion-referenced test. (2) To develop a comprehensive social skills inventory and curriclum. (3) To develop a program to inform parents of and actively involve them in their children's education. Evaluation: The effectiveness of the materials developed are being evaluated by analysis of pre-post data from the Piat and Key-math tests and by achievement of academic and social objectives as well as by consultant review of the materials.

MATERIALS AVAILABLE

By the end of the 1981-82 school year minimum competency scope and sequence consisting of recording grids for skill and content, knowledge and criterion levels test will be available in social studies, science, reading and language arts and social skill development.

FUNDING INFORMATION

This project has been funded by Title IV–C as a developmental project. The operational costs include only the materials since the intent of the project is to improve the instructional process that is occurring.

CONTACT PERSON

Henry Panowitch, 2959 West Hamlin Avenue, St. Paul, MN 55113. (612) 636–3650.

PROGRAM TITLE	Computer Instructional Program Adapted for the Handicapped.
POPULATION SERVED	All special students preschool to adult regardless of the severity of their disability.
DESCRIPTION	The purpose of this project is to provide all handicapped and special education students with the educational benefits of programs presented on microcomputers. The programs specifically address educational goals and objectives of the handicapped and special education students. The project is involved in modifying, adapting and developing computer programs to meet the needs of all, even the most severely, handicapped students, the programs which presently are available in the holdings of the Minnesota Educational Computer Consortium (MECC) are the basis for modifying programs in the Project. For some handicapped students, current MECC programs are too advanced; for handicapped students these programs will be modified and simplified. The equipment will also be modified with special switches to facilitate their use by handicapped students. For the non-reader, the microcomputer will be adapted to ask questions verbally. For physically handicapped students, the microcomputer will be modified so that it responds to student speech and actually "talk" for the student. Hearing impaired students will have special earphones to hear the computer. Visually impaired students will be able to use the programs when they are adapted with high resolution.
MATERIALS AVAILABLE	A catalog describing programs that have been modified and are available on disks and a request form that will enable all teachers to make specific request to modify or to write a program. Disks of modified programs are being made available.
FUNDING INFORMATION	This program is funded through ESEA Title IV; Part C, P.L. 95–561 and local funds. The proposed cost for 1981-82 is $90,969.
CONTACT PERSON	Dr. David Seyfried, Project Author and Developer, 120 South Vine, Fergus Falls, MN 56537. (218) 739–3273.

PROGRAM TITLE

Continuous Evaluation of I.E.P. Goals.

POPULATION SERVED

Children who experience learning and behavior difficulties.

DESCRIPTION

Six rural school districts, members of the Pine County Special Education Cooperative, have implemented curriculum-based assessment procedures to aid in the identification, evaluation, and program plan development of children who experience learning and behavior difficulties. These assessment procedures are utilized beginning with a teacher initiated referral. Special education resource teachers conduct a follow-up interview to determine the discrepancies that may exist between student performance and the regular classroom curriculum. A program planning phase follows the completion of the initial assessment. Program plan includes: long range goals and short term objectives; appropriate teaching strategies to be used; and support services to be provided to the regular classroom teacher. During the implementation phase, on-going assessment and direct continuous measures of student progress is obtained. Data may be taken daily or weekly and are graphically represented. If these efforts prove not to be successful in assisting the child, additional services and/or formal referral to special education is considered.

MATERIALS AVAILABLE

Seven Case Report Summaries are available upon request for a fee of $5.00.

FUNDING INFORMATION

The project is funded by state and local funds.

CONTACT PERSON

Gary Germann, Director, Pine County Special Education Cooperative, 605 Sixth Street, Pine City, MN 55063. (612) 629–2577.

PROGRAM TITLE

Early Education Speech and Language.

POPULATION SERVED

Preschool children (0–5) having speech and language impairments.

DESCRIPTION

The Early Education Speech and Language Program operates five classrooms in a single elementary school. Each classroom is staffed by a team of educators including a speech clinician, special early education teacher, and an educational assistant. Ancillary program support personnel include an occupational therapist, occupational therapist assistant, outreach speech clinician, social worker, lead speech clinician, nurse, psychologist and audiologist. Preschool children (0–5) are referred to the program by parents, teachers, physicians, nurses, or social workers. Once enrolled in the program, the child participates in structured classroom activities while given further indepth assessments. At the end of the assessment period, team members meet with parents to develop an Individualized Educational Program, commensurate with the childs' needs. Service options include: continued programming in the classroom environment, outreach services provided to children enrolled in nursery schools or day care centers; technical assistance to nursery schools, day care centers, or parent groups in the form of inservice training sessions or direct consultation; and referral to outside agencies or school based services. Parents are involved in their child's program through weekly participation in classroom activities, observation of instructional strategies and implementation of speech/language enrichment activities in the home. A parent support group coordinated by a social worker facilitates parental involvement.

MATERIALS AVAILABLE

A Parent Handbooks is available at a cost of $1.00 each.

FUNDING INFORMATION

Program is funded through Special Education program funding.

CONTACT PERSON

Sharon Cox, Consultant, Early Education and Therapy Services, St. Paul Public Schools/Special Education, 360 Colborne Street, St. Paul, MN 55102. (612) 293–7738.

PROGRAM TITLE

Educational Services for Emotionally Disturbed Children.

POPULATION SERVED

Services to 41 school districts and 6 special education cooperatives spread across a nine county area for emotionally disturbed children ages 3–21 years.

DESCRIPTION

West Central Educational Cooperative Service Unit is a regional center which provides services to 41 school districts and 6 special education cooperatives spread across a nine county area. In order to increase the range of services provided to severely emotionally disturbed students residing in the area, the West Central Educational Cooperative Service Unit employes a regional consultant for the Emotionally Disturbed. Services provided by the consultant include: 1) assisting administrators, teachers, and other service providers in developing procedures for identifying and locating emotionally disturbed students; 2) providing technical assistance to service providers in the development of individualized educational plans for special education students; 3) locating community-based support services and resource persons serving the needs of special education students; 4) providing technical assistant to teachers working with students in the form of topical workshops or direct consultation; 5) offering continuing education courses in special education for the emotionally disturbed to regular or special education teachers pursuing state certification and/or a master's degree.

MATERIALS AVAILABLE

Materials may be available by writing to the contact person.

FUNDING INFORMATION

This program is funded by the local educational agency.

CONTACT PERSON

James R. Sanders, Ph.D., Regional Consultant for the Emotionally Disturbed, West Central Educational Cooperative Service Unit, 120 South Vine, Fergus Falls, MN 56537. (218) 739–3273.

PROGRAM TITLE

"Hey – I Am Somebody, I Only Have An Inconvenience."

POPULATION SERVED

Kindergarten – 12th grade, non-handicapped and handicapped.

DESCRIPTION

"Hey – I Am Somebody, I Only Have An Inconvenience" is a curriculum guide written to facilitate mainstreaming handicapped students into the regular classroom and was developed for use with non-handicapped students so that they might develop a more positive attitude toward their handicapped peers. The progression of activities is designed to help students learn more about themselves as well as gain a better understanding of handicapped persons.

MATERIALS AVAILABLE

"Hey – I Am Somebody, I Only Have An Inconvenience": A Curriculum Guide for Developing Positive Attitudes Toward Handicapped Students, July 1979 – $1.00 per copy.

FUNDING INFORMATION

This program funded by the Minnesota Department of Education.

CONTACT PERSON

Cindy Stevens, c/o Minnesota Valley Co–operative Center, 450 Ninth Avenue, Granite Falls, MN 56241. (612) 564–4081.

PROGRAM TITLE

Infant Stimulation Project.

POPULATION SERVED

Multiplihandicapped children ages 0 to 3 years.

DESCRIPTION

The Infant Stimulation Project serves children between the ages of 0 to 3 years old who have a wide range of handicapping conditions. These conditions include Downs Syndrome, Cystic Fibrosis, autistic characteristics, visual impairment, spina bifida, developmental delay and other health impairments. Children are served in a completely center-based program, a completely home-based program, or a combination of the two depending upon their age and the severity of their handicapping condition. Project staff include a certified teacher, a full time teacher assistant and a special clinician. Support services are provided by an occupational therapist and a physical therapist consultant. Parents are viewed as the primary teacher. Parents are required to attend one session a week with their child to observe and practice various techniques in the home.

MATERIALS AVAILABLE

A newsletter providing an overview of the Infant Stimulation Project is available. Requests for additional information should be directed to the contact person indicated below.

FUNDING INFORMATION

The project represents the combined efforts of two special education cooperatives. The project utilizes funds provided by participating school districts.

CONTACT PERSON

David Peterson, Director of Special Education, 301 North First Street, Montevideo, MN 56265. (612) 269–9243.

PROGRAM TITLE	Learning Opportunities for Teachers (LOFT).
POPULATION SERVED	Professional Staff.
DESCRIPTION	LOFT is a program of inservice designed to assist teaching staff and administration in learning strategies which accomodate varying learning styles of handicapped students. The LOFT inservice provides participants the opportunity to experience the same learning environment that their students will experience. The participants learn new strategies and how to apply them to meet the needs of their students.
MATERIALS AVAILABLE	A booklet describing L.O.F.T. is available upon request.
FUNDING INFORMATION	This program was funded through a Federal Grant and P.L. 94–142 monies.
CONTACT PERSON	Mr. Lyle McFarling, Director of Special Education, Independent School District No. 77, 51 Park Lane, Mankato, MN 56001. (507) 387–4702.

PROGRAM TITLE

Management Assistant Program.

POPULATION SERVED

Handicapped children in grades K–5 who demonstrate mild to moderate behavior/emotional problems.

DESCRIPTION

The management assistants are paraprofessionals who receive training and direct supervision from a licensed teacher of the emotionally disturbed. Each M.A. is selected from candidates who have bachelor degrees in one of the human service disciplines and who have had experience working with children. All Roseville elementary schools have M.A.'s who serve, with the special education staff, students identified as handicapped because of behavioral or emotional problems. Students programs are designed to provide support to the students in the mainstream classes. Contact with the M.A.'s may take place there, in small groups for directed social experiences with peers, or through individual exchanges to review progress or in response to crisis situations. Behavioral and social learning systems comprise the major portion of interventions implemented with students. The special education staff of the elementary school, including the building psychologist, function as a team to select appropriate candidates for service, assess and plan student programs. The supervising teacher provides case review, on-site extension of training, on a weekly schedule and on-call basis.

MATERIALS AVAILABLE

Additional information may be obtained by contacting the program director indicated below.

FUNDING INFORMATION

State and federal special education funding supplement local monies.

CONTACT PERSON

Clem Rardin, Program Director, Roseville Public Schools, 1251 West County Road, B–2, Roseville, MN. (612) 633–8150.

PROGRAM TITLE

Model Program for Handicapped Out of School Youth (OSY).

POPULATION SERVED

Mildly mentally handicapped, learning disabled, and emotionally disturbed youth 16–21 years of age who have left school before graduation.

DESCRIPTION

The St. Paul Out of School Youth Program offers a personalized educational and vocational program to special needs youth who have left school before graduation and would like a second chance. Program staff members locate eligible students by completing a record search noting all students who have dropped out before graduation. Priority is given to students who had been receiving special education services. Referrals to the program are accepted from administrators, parents, probation/corrections, welfare, group homes and neighboring school districts. OSY staff, student and the student's parents meet to agree upon an Individualized Educational plan. Following a complete assessment of the student's vocational, academic, social/emotional, daily living and community interaction needs. OSY students attend a half-day instructional program at any one of three OSY instructional centers and are assigned to a job placement site during the other half-day session. A special Early Education Program for young mothers is provided. In addition, a youth support group staffed by trained social workers is sponsored by the OSY program. OSY graduates earn high school diplomas. OSY program staff include: a program director; 3 OSY teams comprised of a lead teacher, team facilitator, work experience coordinator and community liaison person, social worker, youth advocate for students involved with probation and/or the courts, an evening program teacher, vocational evaluator, and early education teachers.

MATERIALS AVAILABLE

(1) Serving High School Drop Outs with Special Needs–St. Paul, MN: St. Paul Public Schools, Special Education (Publication 8081034), November 1980. A 103 page, spiral bound program description. Available upon request at a current printing cost of $3.00. (2) Student/Family Contacts–St. Paul, MN: St. Paul Public Schools, Special Education, (Publication 7980078), Spring 1980. A 34 page, spiral bound description of how the out-of-school Youth Program involves parents. Available upon request at a current printing cost of $2.00. (3) Out of School Youth: A Second Chance Program with an Individualized Touch, St. Paul, MN: St. Paul Public Schools, Special Education, (Publication 8081011), Spring 1980. A program brochure answering questions about the program. Available upon request at no cost. (4) A 20 minute slide and tape presentation. Available for rental at minimal charge.

FUNDING INFORMATION

Program is supported through federal, state and local monies.

CONTACT PERSON

John Bjorklund, Director–Out of School Youth Program, St. Paul Public Schools–Special Education, 360 Colborne Street, St. Paul, MN 55102. (612) 221–9713.

PROGRAM TITLE

Montevideo Individualized Prescriptive Instructional Management System (MIPIM).

POPULATION SERVED

Students of all ability levels, grades 1 – 5.

DESCRIPTION

Montevideo Individualized Prescriptive Instructional Management System (MIPIM) is a computer-based measurement, programming and monitoring management system for students in grades 1–5. The purposes of MIPIM are to assist in referring pupils, determining program placement of students experiencing educational difficulty, monitoring student progress through the curriculum, and planning educational interventions for students. Utilizing Montevideo's individualized reading and math curriculum as its data base, the system makes it possible to determine the average amount of time that students take to complete each objective in a given skill sequence. Skill completion time for each student is entered into the computer. Individual student progress is then compared with the expected progress graph utilizing a computer printout. Major discrepancies between the individual student's progress and expected progress signal the need for special educational interventions or curriculum modification. Knowledge of the average length of time to complete a specific objective enables teachers, parents, and students to set realistic time goals for curriculum progress. The progress of students enrolled in both regular and special education classes is monitored with the computer program. Periodic checks of student progress are made throughout the school year so that both teachers and parents have access to current status reports.

MATERIALS AVAILABLE

Brochures describing the program will be made available upon request at no cost. A copy of the MIPIM computer program will be made available to interested parties upon request. The computer program is designed for the Apple II computer or comparable system.

FUNDING INFORMATION

School systems interested in adopting the MIPIM system must purchase appropriate computer hardware. Maintenance of the system includes an approximate $7.00 per day for clerical services.

CONTACT PERSON

Jo Anne Peterson, Director, Ramsey Elementary School, Hamilton and Fifth Street, Montevideo, MN 56265. (612) 269–6584.

PROGRAM TITLE

Neuro-orthopedic School.

POPULATION SERVED

Multiplihandicapped individuals, ages [illegible] to 21 years. Specific disabilities accomodated include cerebral palsy, spina bifida, and muscular dystrophy.

DESCRIPTION

Lakeview School is a public residential school for neuro-orthopedically handicapped individuals who are residents of the state of Minnesota. In addition to the residential component, Lakeview operates a day school program for eligible students. If warranted, students are mainstreamed into other Worthington schools for classes at the elementary and secondary level and may complete their educational programs in public school settings while living at Lakeview. Close communication between Lakeview and public school staff is maintained. The school employs a total staff of 44 full time and 11 part time, which include: principal, full time teachers, part time teachers, school social worker, teacher aides, occupational therapist, physical therapist, supervisor of residence and child care workers. Medical specialists provide consultation and direct services to handicapped students. The curriculum includes a total educational program as well as speech therapy, occupational therapy and physical therapy. Each classroom maintains a student–teacher ration of 10 to one, with students divided into primary, intermediate and upper level classes. Classrooms are equipped with special teaching aids such as electric typewriters, stand up tables, and special desks. A full complement of extra-curricular activities are provided: school newspaper, home economics, music program, bowling, recreation, and swimming. Students have access to community-based activities such as concerts, plays, sporting events, scouting and YMCA. The residential component stresses independent living skills. There is a prevocational program which enables students to explore various job sites and develop career awareness. A six week summer program is also provided.

MATERIALS AVAILABLE

Materials may be available by writing to the contact person.

FUNDING INFORMATION

The school is funded by local and state funds. The special prevocational program is made possible through joint funding provided by Special Education, Vocational Rehabilitation and Vocational Education. Each district sending a student to Lakeview is billed monthly by Worthington Schools. Costs to local districts are approximately $800.00 per month per child. Districts are reimbursed for room and board, plus other aids equipment allowance and matching funds. Worthington Public School District is reimbursed 70% of the salaries of Lakeview staff members.

CONTACT PERSON

Norma J. Johnson, Principal, Lakeview School, Worthington Public Schools, Ind. District 518, Knollwood Drive and Route 4, Worthington, MN 56187. (218) 372–2171.

PROGRAM TITLE	SAIL – Student Advocates Inspire Learning.
POPULATION SERVED	High school dropouts.
DESCRIPTION	Project SAIL is a special education ED support service designed to serve dropout prone students. This SAIL model is a total systems model of intervention designed to help students cope more effectively in the mainstream school environment–academically, socially and emotionally. The *SAIL Intervention Process* includes: 1) students–peer group sessions, weekly one to one sessions with staff, goal attainment scaling; 2) parents–biweekly meeting with staff, community agency referral if necessary; 3) teachers–weekly evaluation of student attendance achievement and behavior; and 4) community agencies–work with SAIL staff to facilitate referrals.
MATERIALS AVAILABLE	Visitors Packet – SAIL Slide/Tape (20 min); School-Based Adolescent Groups: The SAIL Model, $3.00; Video Tape – Goal Attainment Scaling, $3.00.
FUNDING INFORMATION	The project is funded by federal, state, local and private funds. More specific information regarding costs may be obtained by writing directly to the contact person listed below.
CONTACT PERSON	Mary T. Balfour, Director, Project SAIL, Lindbergh High School, 2400 Lindbergh Drive, Minnetonka, MN 55343. (612) 935–5571.

PROGRAM TITLE	Special Education Resource Unit for Limited English Proficient Students.
POPULATION SERVED	Latino and Southeast Asian preschool and school-age children who are thought to be in need of special education services.
DESCRIPTION	A district-wide resource unit that has been formed to assist school-based child study teams in the screening and formal assessment of Latino and Southeast Asian students believed to be learning disabled, mildly mentally handicapped, or emotionally handicapped. Resource unit staff also assist in the non-discriminatory assessment of severely handicapped children. Staff includes educational assistants, certified bilingual psychologists, Southeast Asian interpreters and certified special educators. Assessment includes the use of formal and informal measures: Columbia M M Scale, Brigance Inventory of Early Development, Brigance Inventory of Basic Skills, Brigance Inventory of Essential Skills, native language assessment, and direct classroom observation. Formal standardized measures are administered in the child's native language.
MATERIALS AVAILABLE	A position paper describing appropriate assessment procedures for Latino and Southeast Asian handicapped students is being prepared by project staff. This paper will be made available at cost.
FUNDING INFORMATION	Resource unit is supported by state and local funds.
CONTACT PERSON	Charles Hagen, 360 Colborne Street, St. Paul, MN 55102 (612)293–7735.

PROGRAM TITLE	Technical Centers.
POPULATION SERVED	Services provided to approximately 1,600 students, preschool through adult, with low incidence handicapping conditions, moderate to profound mental retardation, hearing, vision or physical impairments.
DESCRIPTION	Thirteen independent school districts joined together to form a special education cooperative in order to provide services to students having low incidence handicapping conditions. The cooperative is governed by a superintendent who receives direction from a 26 member board made up of two representatives from each of the 13 member districts. Range of services provided to handicapped children and adults include: self-contained classrooms, nursery schools and mainstream experiences for trainable mentally handicapped children aged 4 to 13; special education facility, self-contained classrooms, mainstream experiences, vocational training, and home living skills curriculum for trainable mentally handicapped individuals aged 13 to 25; physical education and recreation programs including wrestling, gymnastics, swimming, track and field, floor hockey, and bowling; school based resource centers and consultation to teachers for hearing impaired students, preschool to grade 12, support services to visually impaired and blind students preschool to grade 12; occupational and physical therapy services, programming for multiplihandicapped students, aged 4 to 21; and continuing education centers for teen-aged parents. The cooperative operates a summer school program for mentally handicapped students aged 4–21. Member school districts provide building space for special education programs and arrange for student transportation. The cooperative stores student assessment data and monitors student progress through the use of a computerized information management system. Four special learning materials centers housing large print books, braille workers, tape recorders, talking calculators, special typewriters and instructional materials are maintained by the cooperative. Materials are available for both special regular education classroom teachers employed throughout the 13 member districts.
MATERIALS AVAILABLE	Becoming Independent: A Program of Services for Students with Low Incidence Handicaps , Plymouth, MN: Hennepin Technical Centers, Special Education Division, 1980 is available at cost.
FUNDING INFORMATION	This program is funded through State Aid (approximately 50%) tuition (approximately 20%), special property tax (approximately 27%), and other sources (approximately 3%). The average yearly cost for a student is $7,000.
CONTACT PERSON	Robert H. Manning, Director of Special Education, Hennepin Technical Centers, District Office, 1820 North Xenium Lane, Minneapolis, MN 55441. (612) 559–3535.

PROGRAM TITLE

TMR Program.

POPULATION SERVED

Severe and profoundly mentally and physically handicapped students ranging in age from 6 to 21 years of age.

DESCRIPTION

The Windom Public Schools offer several programs for the trainable and severely/profoundly retarded-multiply handicapped students. Winfair Elementary School contains five classrooms for retarded students plus a corrective therapy classroom. Windom Area High School contains two classrooms where the students receive prevocational training. There are 36 students at Winfair Elementary ranging in age from 4 to 22. Sixteen students ranging in age from 14 to 22 attend classes at the high school. There are plans being made for establishing a primary classroom with 5 new students coming of school age. Each classroom has 7 to 8 students with 4 staff persons. There is one special education teacher and 3 aides in each room. A full time corrective therapist works with the students to aid them in their physical development. Not only does the therapist work with the students individually but also on a consulting basis so the therapy goals are carried out in the classroom. Students receive help with speech and communication skills from a full time speech therapist. Several students are seen individually by the therapist while others are seen on a consulting basis. Many students who are not able to communicate verbally use either sign language, Bliss Symbols, or picture boards. In addition to the full time staff, on a consulting basis there is a physical therapist, school psychologist, and an adaptive physical education instructor. All classrooms provide an individual education for each student. They are taught skills for everyday living such as communication, eating, grooming, toileting, leisure, and prevocational skills. Students are also taught academic skills such as reading and mathematics according to each child's ability. Mainstreaming is a common occurrence in the school's daily routine. Some of our students eat lunch with first graders, attend music class, art time, and "sharing time" throughout the day. Staff have also established a peer-friend program where 4th or 5th grade students visit our students on a regular basis.

MATERIALS AVAILABLE

Instructional materials necessary to accomplish I.E.P. objectives support program implementation. Information related to these materials is available upon request.

FUNDING INFORMATION

This program is funded by local districts. More specific costs may be available by writing directly to the contact person.

CONTACT PERSON

Aubrey Fillbrandt, Elementary Director, Windom Public Schools, Independent School District No. 177, P.O. Box C–177, Windom, MN 56101. (507) 831–4881, ext. 247.

PROGRAM TITLE

Total Information Management and Evaluation.

POPULATION SERVED

Teachers and parents who work with mentally handicapped children and youth.

DESCRIPTION

The Total Information Management and Evaluation (TIME) system is a computerized data base consisting of over 2,000 separate tasks. Tasks are divided into 52 general areas including such topics as dressing, grooming, reading and consumer skills. Each task is explained in terms of the environment where it will be tested, the materials needed, specific directions to be given, what response is expected of the students, the length of time required to perform the task, the quality of the performance, and how many times the student is to complete the task in order to insure reliable results. The TIME data base is used to assess student performance with respect to specific skills and to measure on-going student progress. This information is then used by a team of teachers and parents to set Individualized Educational Program goals based on the student's strengths and weaknesses. Continual updating provides an ongoing process of relaying information from year to year, to all those involved with the child. TIME assessment reports are made available to teachers and parents through a variety of computer printouts.

MATERIALS AVAILABLE

Brochures describing the project are available at a nominal cost. The computer program will be made available to interested parties.

FUNDING INFORMATION

This program was originally funded as a Title IV–C grant, but is now funded through regular special education funding sources.

CONTACT PERSON

Robert Manning, 1820 Xenium Lane, Minneapolis, MN 45441. (612) 935–7158.

PROGRAM TITLE Tri-County Early Childhood Program.

POPULATION SERVED Handicapped children ages 0–6 years.

DESCRIPTION The Early Childhood Program serves handicapped children 0–6 years of age with developmental delays in one or more of the following areas: Gross motor, cognition, language, vision, fine motor, social-emotional, hearing, perceptual motor. They are served through: Home programming, Headstarts, Nursery schools, two classrooms (one for the severely handicapped 4–6 years old; the other for the moderate severe 4–6 year olds). Children are mainstreamed as much as possible in Headstart and Nursery schools to allow time with their handicapped peer group. These facilities are also used as a facility for programming mild-moderate handicapped children. 167 students have been served through the 1980-82 school year. Staff includes: Coordinators, 5 teachers certified in Early Childhood Handicapped and Special Education, PT., OT, Educational assistants (3), speech clinician, school psychologist, consultant and psychologist.

MATERIALS AVAILABLE Materials may be obtained by writing directly to contact person.

FUNDING INFORMATION State reimbursement for special education and federal 94–monies.

CONTACT PERSON Sue Bounds, Tri-County Cooperative, Grand Rapids, MN 55744. (218) 326–0977.

PROGRAM TITLE

Vocational Development Center.

POPULATION SERVED

Secondary learning disabled and educable mentally handicapped students, 14–21 years of age.

DESCRIPTION

Vocational Development Center is a program designed to serve the needs of secondary school age learning disabled and educable mentally handicapped students who cannot benefit from traditional special education program. Special and regular education teachers work together as a team to provide intensive instruction in the core subjects of English, Math, Social Studies and Developmental Reading. The program includes a vocational component which includes on the job training. Experience in the world of work provides students with opportunities for career exploration as well as a chance to develop appropriate job related skills needed to maintain successful performance after leaving school.

MATERIALS AVAILABLE

A program description, inservice teacher training materials for mainstream support staff, project reports and a follow-up study of graduates are available upon request.

FUNDING AVAILABLE

The Vocational Development Center is supported by local and state funds. Funds earmarked for Vocational Special Needs students are also used to support the program. During the 1980-81 school year per pupil expenditure was equal to $757.00 beyond regular education foundation payment. Implementation costs will vary according to available local and state resources.

CONTACT PERSON

John T. Russell, Director of Special Education, Mid–State Educational Cooperative, 109 Northeast Second Avenue, Little Falls, MN 56345. (612) 632–2921.

PROGRAM TITLE Autistic Program.

POPULATION SERVED Students ages 6–12 years in Jefferson County.

DESCRIPTION The Behavior Disorder Autistic Program is operated by Special Services Cooperative within the regular public school setting. These students, after having been diagnosed through non-test-based assessment, are provided with IEP's and are placed in the program. Instruction focuses upon the child's behavioral, linguistic and social deficiencies. Behavior management techniques such as Premack Principle Scheduling, token economics, and activity re-enforcers are used. The discreet trial method is utilized for skill building and teaching those children independent working skills. The children are mainstreamed through regular public school classes if their functioning allows.

MATERIALS AVAILABLE Request through Lee Albert, M.A., Teacher Behavior Disorders Autistic, c/o Special Services Co-Op, Vineland Road, De Soto, MO 63020.

FUNDING INFORMATION Program is supported by P.L. 94–142 monies.

CONTACT PERSON Randall King, M.S., Special Services Cooperative, Vineland Road, De Soto, MO 63020. (314) 586–2101.

PROGRAM TITLE

Diagnostic Service for a Non-Urban Area.

POPULATION SERVED

Student population 35,000 students in eleven public school districts.

DESCRIPTION

Diagnostic services for the Special Services Cooperative of Jefferson County provides exemplary diagnostic services through it's diagnostic team. The diagnostic team consists of two school psychologists, one school social worker, a speech and language specialist, a physical therapist and an audiologist. Diagnostic services to member districts range from conventional test based assessment by various professionals at the diagnostic center and non test based assessment through interviews with people familiar with the child and observation of the child in learning environments. Once assessment information is obtained a member of the diagnostic team acts as a facilitator in securing a needed classroom, consultative or direct services.

MATERIALS AVAILABLE

Additional information may be obtained by contacting the program coordinator indicated below.

FUNDING INFORMATION

The program is supported through the use of P.L. 94–142/ Missouri State Reimbursement.

CONTACT PERSON

Randall King, School Psychologist, Special Services Cooperative, Vineland Road, De Soto, MO 63020. (314) 586–2101.

PROGRAM TITLE

Exceptional Child Unit.

POPULATION SERVED

Secondary school-aged, non-handicapped students.

DESCRIPTION

The St. Joseph School District, in cooperation with the University of Kansas, has developed a curriculum to be taught by regular or special education teachers. The intent of the curriculum, entitled the Exceptional Child Unit, is to increase acceptance of handicapped persons by regular high school students through: (1) increased positive and realistic attitudes toward the handicapped, (2) increased financial support of local, state, and federal programs for the handicapped, (3) increased support of legislation to insure the legal rights of the handicapped and their parents, (4) increased support of community-based programs, (5) increased support of businesses and industries which employ the handicapped, (6) increased knowledge of the causes of handicapping conditions and participation in preventive programs, and (7) increased support of early identification and infant training programs to expand the potential of the handicapped population. The curriculum was designed to be taught in five 55-minute sessions, but could be adjusted for shorter or longer class periods. The Exceptional Child Unit project was field tested on 739 students last year and is now a part of the High School Health Curriculum.

MATERIALS AVAILABLE

A curriculum guide "Exceptional Child Unit" is available at cost.

FUNDING INFORMATION

This unit is designed to be a part of any on-going health or social studies curriculum. The only cost is the reproduction of the guide and rental of films recommended in the guide.

CONTACT PERSON

Mr. Charles W. Cummings, Director, Special Services, The School District of St. Joseph, Tenth and Felix Streets, St. Joseph, MO 64501. (816) 279–8040.

PROGRAM TITLE

Hearing Screening Testing in Rural Areas.

POPULATION SERVED

Kindergarten–12th grade students (6600 students).

DESCRIPTION

Because of inconsistent screening programs and procedures and a lack of adequate audiological equipment, the Platte Valley Special Education Cooperative purchased the Teledyne Avionics Acoustic Impedance Meter and X–Y Plotter. This particular piece of equipment was selected because it provides contralateral and ipsilateral stimulus permitting both audiometrics screening and acoustic reflex evaluation which insures identification of the 10% of the population exhibiting middle ear difficulties generally missed in a conventional pure tone screening procedure. In addition, an American Audiometric Tympanometer model 85R was purchased to supplement equipment of schools with pure tone equipment. Total school population was involved in the districts where screening had not be conducted in the previous years. The remaining schools screened at alternate grade levels. Criteria for pass/fail was provided by area audiologists. Failure of the initial test resulted in a retest three to five weeks later. A second failure resulted in a referral to an audiologist for further evaluation in two locations. The cost of the audiometric evaluation is assumed by the Platte Valley Special Education Cooperative and therefore assures a follow-up to the screening procedure. This screening program as improved the quality of the hearing screening of eight rural schools while sharing in the cost of the equipment without burdening any single district.

MATERIALS AVAILABLE

Materials may be available by writing to the contact person.

FUNDING INFORMATION

This project is funded through P.L. 94–142 monies. The cost of implementing the project is $4990 and can be maintained for $200 yearly.

CONTACT PERSON

Rodney M. Karns, Administrator, Platte Valley Special Education Cooperative, P. O. Box 99, Smithville, MO 64089. (816) 532–4082.

PROGRAM TITLE Impact.

POPULATION SERVED Elementary and secondary learning disabled students.

DESCRIPTION "Impact" is a federally funded (Title IV–C) project which will determine the effects of services being provided to elementary and secondary learning disabled students with respect to student growth in academic, adaptive behavior, and non-academic performance. "Impact" involves students, teachers, and parents in an effort to enhance various types of student growth. There are three phases of Project Impact. Phase I involves collecting demographic and descriptive information relative to student performance using standardized achievement tests, criterion-referenced tests, progress measures on I.E.P. objectives and adaptive behavior measures designed by staff members. Adaptive behavior instruments include such categories as the ability to profit from experience, ability to assume responsibility, and the ability to use time effectively. Additional information collected during Phase I will be drawn from attendance records, sociograms for learning disabled students who are in mainstreamed settings, and a vocational history of recent graduates from the program. The data which is collected during Phase I will be used to identify promising teaching practices. Phase II of Project Impact involves the implementation, expansion, and evaluation of identified promising teaching practices. Phase III of the project will be devoted to refining the Impact system.

MATERIALS AVAILABLE Materials may be available by writing directly to the contact person listed below.

FUNDING INFORMATION This project was funded through Title IV–C. The total budget for 1981-82 is $16,385.

CONTACT PERSON Randy L. Dewar, Assistant Superintendent, Special Student Services, School District of the City of St. Charles, 1916 Elm Street, St. Charles, MO 63301.

PROGRAM TITLE	Mainstream Support Personnel Workshop.
POPULATION SERVED	Regular and special educators who serve handicapped children.
DESCRIPTION	The mainstream Support Personnel Workshop is an inservice education program which offers intensive training to teams of regular and special education teachers representing each school building in the St. Joseph School District. Teams attend 6 weekly 3 hour training sessions conducted by university personnel from the University of Kansas and University of Missouri. Sessions are held on-site. Training is designed to prepare teams to function as "mainstream support personnel" within their respective buildings. Teams are responsible for providing on-going consultation and support to their peers in order to promote the successful integration of handicapped students into regular classroom settings. Periodic support sessions are provided to team members through the school year.
MATERIALS AVAILABLE	Materials may be available by writing to the contact person.
FUNDING INFORMATION	Fiscal Year 80 Entitlement Funds were used to support this program. Additional expenditures for travel, materials, and release time amount to approximately $6,000.
CONTACT PERSON	Charles W. Cummings, Director, Special Services, The School District of St. Joseph, Tenth and Felix Streets, St. Joseph, MO 64501. (816) 279–8040.

PROGRAM TITLE

Operation Independence.

POPULATION SERVED

Secondary School Age LD/BD students.

DESCRIPTION

Operation Independence is a program designed to help students, 16 years of age and older, who demonstrate severe learning disabilities and/or behavioral disorders. Program staff consists of three certified teachers and a vocational adjustment coordinator. Students are provided intense supervised instruction in the basic skill areas of reading, math, and writing for which they earn academic credit. All records are maintained by the student's home high school. Upon successful completion of the planned Individualized Education Program, a diploma may be granted by the school. Additional hours during the school day may be spent in a work-study placement which is monitored by the program instructors and the vocational adjustment coordinator. To maintain a level of success in both the instructional setting and vocational placement, students require on-going support and follow-up. Special attention provided by and identification with staff members enable students to improve their self-concepts, cope with frustration and realize success.

MATERIALS AVAILABLE

Program Information Booklet is available upon request at a cost of $2.00 per copy.

FUNDING INFORMATION

Operation Independence is supported by a Discretionary Grant from Missouri State Department of Education.

CONTACT PERSON

Dr. Robert Watkins, Assistant Superintendent, Independence Public Schools, Office of Administrative Services, 1231 South Windsor, Independence, MO 64055. (816) 833–3433.

PROGRAM TITLE Project CO/PE.

POPULATION SERVED Forty pupils who are behaviorally disordered.

DESCRIPTION The increased responsibility for delivery of more complex educational services for the handicapped has forced the Special School District of St. Louis County to explore alternatives for their implementation. A specific population of behaviorally disordered adolescent youth, formerly served in classrooms for the behaviorally disordered but no longer enrolled, has presented unacceptable behavior both in the school and community. The more traditional intervention environments may reinforce social behaviors that undermine the day-to-day functioning of the school, and fail to provide the child with the necessary mechanisms to overcome the adverse influences of his community. The alternative suggested by this proposal is Project CO/PE, a self-contained, full service learning environment; non-institutional in design, performance skill oriented in curriculum, containing a leisure-time component, and operating from sun-up to sun-down in order to minimize the negative influences of the community.

MATERIALS AVAILABLE Materials may be available by writing to the contact person.

FUNDING INFORMATION This program was funded through Title VI, Part B funds; the start up cost was approximately $400,000, with a yearly operational cost of approximately $150,000.

CONTACT PERSON Paul Dulle, Assistant Superintendent, Brian R. Bender, Department for Learning Disabled, Behaviorally Disordered, Special School District of St. Louis County, Missouri, Administrative Office, 12110 Clayton Road, Town and Country, MO 63131. (314) 569–8205.

PROGRAM TITLE

Vocational Education for Special Needs Students.

POPULATION SERVED

High School Age mildly mentally handicapped and special needs students.

DESCRIPTION

Vocational Education for Special Needs Students is a program designed to modify existing vocational education offerings in an attempt to expand career alternatives open to handicapped and special needs students. The need for modified vocational education classes grew out of a recognition that handicapped and special need students had a great deal of difficulty succeeding in the regular vocational curriclum due to poor reading and math skills, difficulty with language, inability to follow and interpret complex instructions, difficulties in grasping specialized vocabulary associated with specific occupations and poor work habits. Three occupations, health care, building maintenance and grounds care and carpentry were analyzed by program staff and modified units of classroom instruction were developed. Students attend half-day classes in these vocational education programs. Modified curriculum series to prepare students as nurses aides, custodians and grounds keepers, and carpenter helpers. Appropriate work habits, securing a job, job safety, and building appropriate social interaction skills are an integral part of all three modified program units. Modified program units are taught by 3 certified special education vocational teachers assisted by 3 classroom aides.

MATERIALS AVAILABLE

For information concerning specific units of study for each modified program unit write the contact person.

FUNDING INFORMATION

This program is supported through Discretionary 94–142 funds, local funds, and State Vocational funds.

CONTACT PERSON

Robert L. Herring, Superintendent, Pemiscot County Special District Vocational Program, P.O. Box 35, Pascola, MO 63871. (314) 359–2025.

PROGRAM TITLE

We Want to Be Liked: A Child Awareness Program.

POPULATION SERVED

This program has as its target audience non-handicapped students, grades 4–6.

DESCRIPTION

This program is designed to help non-handicapped students develop a more realistic, healthy, and accepting attitude toward their mainstreamed, handicapped peers. The program describes five handicapping conditions–visually impaired, hearing impaired, learning disabled, orthopedically handicapped, and educable mentally retarded. Each handicapping condtion described includes: (1) a lead-in discussion to arouse student interest; (2) a movie and library materials; (3) simulation activities which enable students to experience what it would feel like to be handicapped; (4) a presentation given by a guest speaker who is handicapped or by an individual who works with the handicapped; and (5) suggested follow-up activities. This program has been presented to 4th, 5th, and 6th grade students in eight elementary schools. Program effectiveness data supplied by regular classroom teachers and parents of program participants indicate that students have gained a higher level of awareness and understanding regarding the needs of handicapped individuals. Observable changes in the frequency and quality of social interactions between non-handicapped and handicapped peers have been noted. A training manual entitled "We Want to Be Liked" is available.

MATERIALS AVAILABLE

Training manual We Want to Be Liked: A Book of Awareness Activities for Elementary Students, St. Charles, MO: St. Charles City School District, 1980 for a cost of $5.00 per copy.

FUNDING INFORMATION

Funded by local educational resources.

CONTACT PERSON

Judi Land, Educational Resource Teacher, School District of the City of St. Charles, 1916 Elm Street, St. Charles, MO 63301. (314) 724–3500.

PROGRAM TITLE	Cooperative Transportation System
POPULATION SERVED	740 low-incidence handicapped children, ages 2–21.
DESCRIPTION	The Miami Valley Regional Center for Handicapped Children provides coordinated services to a six county region which assist and support school districts in meeting the needs of their handicapped children. The Cooperative Transportation System is coordinated by the Miami Valley Regional Center and is designed to provide safe and efficient transportation for low incidence handicapped students from their local districts into the Division of Special Education approved programs in the Metropolitan Dayton area. Low incidence handicapped applies to hearing impaired, visually impaired, orthopedically handicapped, severe and/or multiple handicaps and severe behavioral handicaps. Students must be placed in the programs by the superintendent of his local school district. Drivers are trained to transport and attend to the needs of special students. Topical areas of training include: general bus driver training; guidelines for the use of aides who are used to assist in the supervision of handicapped students; safety rules and regulations; discipline procedures; emergency procedures; and information regarding special education students and programs. In addition to initial training, the project provides on-going inservice to drivers.
MATERIALS AVAILABLE	A handbook entitled "Cooperative Transportation System for Handicapped Children", April 1980 is available upon request.
FUNDING INFORMATION	The Miami Valley Regional Center owns the buses and participating school districts house and maintain buses and pay drivers on a reimbursement basis. Costs are approximately $200 per child per school year.
CONTACT PERSON	Shannon Hall, The Miami Valley Regional Center for Handicapped Children, Cooperative Transportation System, 1150 Beatrice Drive, Dayton, OH 45404. (513) 236–9965.

PROGRAM TITLE

Early Childhood Program for Young Children with Special Needs.

POPULATION SERVED

Handicapped children ages 0–5 years and their parents.

DESCRIPTION

The Toledo Public Schools Early Childhood Program for Young Children with Special Needs provides comprehensive educational services for children 0–5 years of age. The program approach is founded on an understanding that early intervention is most effective when there is a cognitive-developmental base for instruction, a strong parent/family orientation and active involvement with a variety of community resources. Children are referred to the program from a variety of community sources. However, before enrollment can occur, the parents must initiate a request. Following an eight to twelve week diagnostic component, a variety of program options are available. For the 0–2 year old population, parent-child sessions in a home like setting within a school or in the child's home are implemented by program staff or by trained parent volunteers working under the supervision of a teacher. Children over three may participate in a special class where their specific developmental needs can be met or they may be enrolled in Head Start or a community preschool program where an Early Childhood program staff teacher serves as a resource person to community preschool teachers. Parent Education activities are varied and include individual consultations, parent-to-parent support groups and handicap or topic specific small group sessions. The program evaluation plan specifies that data are reported and analyzed for individual child growth as specified on IEP's. Program procedures, outlined as facilitating objectives, are reviewed and reported in a year end summary of program activities.

MATERIALS AVAILABLE

Two end of the year reports, dated 1979-80 and 1980-81, are available upon request.

FUNDING INFORMATION

Funding sources include: The Ohio Division of Special Education (Experimental Units); P.L. 94–142 flow through monies (Preschool Incentive Grants); Toledo Public Schools, Office of Special Education, and other local community sources.

CONTACT PERSON

Carol Quick, Supervisor, McKesson Preschool, 1624 Tracy Street, Toledo, OH 43608. (419) 666–5180.

PROGRAM TITLE

Educational Consultant for General Educational Personnel Working with the Handicapped.

POPULATION SERVED

Group targeted to benefit from services provided by the Educational Consultant include 54 school districts in Southwestern Ohio, 169 Boards for mentally handicapped, agencies serving the handicapped, and parent groups.

DESCRIPTION

The Educational Consultant for General Educational Personnel working with the Handicapped is a resource person to administrators, regular educators, special educators, agency personnel and parent groups who provide services to handicapped students residing in a four county area. Services provided by the Educational Consultant include: conducting a needs assessment within the four county area to determine need for inservice training among regular education personnel; planning, implementing, and evaluating inservice programs based on assessed needs; consultation services to principals, regular education supervisors and regular classroom teachers on aspects of P.L. 94–142, planning and selecting outside consultants to deliver inservice programs; consultation to parents of handicapped children; planning, implementing, and evaluating inservice programs for parent groups; conducting demonstration lessons for regular classroom teachers; aids special education teachers in establishing criteria for mainstreaming; aids material specialists in selecting professional and instructional materials appropriate for handicapped students in mainstream settings, and preparing a monthly newsletter for general educators presenting suggestions on working with mainstreamed handicapped students. Requests for services are initiated by local administrators representing the 54 school districts within a four county area.

MATERIALS AVAILABLE

A monthly newsletter for regular education classroom teachers presenting suggestions on topics related to working with mainstreamed handicapped students will be made available upon request at no cost.

FUNDING INFORMATION

The program is a state initiated project funded by P.L. 94–142 monies. The total operational cost of the program is approximately $35,000; additional implementation costs equal approximately $3,000.

CONTACT PERSON

Glenda Reber, Educational Consultant, Special Education Retional Resource Center, 415 Herman Street, Cincinnati, OH 45219. (513) 241–8641.

PROGRAM TITLE

Local Training for Community Service Providers Project.

POPULATION SERVED

School-age providers, preschool providers, adult service providers, parents, nursing home care providers, mental health counselors, and the general public.

DESCRIPTION

The University Affiliated Cincinnati Center for Developmental Disorders and the Southwestern Ohio Special Education Regional Resource Center have entered into a collaborative arrangement: 1) to coordinate major local agencies who have a service component of continuing education/inservice training/public information activities; and 2) to implement local training and consultation related to identified local DD manpower training priorities throughout a four county area. UACCDD and SERRC have been successful in securing the support and participation from 24 local agencies who provide continuing education/inservice training/public information activities to create a Local Training Consortium. The L.T.C. provides a mechanism to coordinate local training resources by: 1) providing an accessible pool of training expertise which has been utilized by local agencies, parent groups, and other individuals that continually become involved in coordinating workshops, guest lecture presentations, public awareness sessions, etc.; 2) encouraging/facilitating interagency referral of requests for training services; 3) avoiding cross scheduling of major local workshops; 4) avoiding unnecessary duplication of similar training endeavors; 5) encouraging/facilitating cross agency utilization of training expertise; 6) identifying gaps in local continuing education services and initiating group endeavors to fill those gaps; and 7) providing a systematic, ongoing comprehensive procedure to inform the public of available specific local training activities. Six special Task Forces supported by the Consortium review issues and plan implementation strategies relative to training for: DD Adult Service providers; parents of individuals with DD; nursing home care providers; mental health counselors; school-age providers; preschool providers and general public awareness of DD. The Consortium publishes a monthly *Local Training Calendar* listing training activities sponsored by various agencies in a four county area.

MATERIALS AVAILABLE

Project Proposal, Final Project Report, and Local Training Calendar are available upon request.

FUNDING INFORMATION

This program is funded through the Ohio Department of MR/DD through an Ohio Developmental Disabilities Planning Council Grant.

CONTACT PERSON

Essie Pederson, Project Coordinator, Yvonne Bullock-Fryberger, Coordinator, University Affiliated Cincinnati Center for Developmental Disorders, Pavilion Building, Elland & Bethesda Avenues, Cincinnati, Oh 45229. (513) 559–4639.

PROGRAM TITLE	Positive Education Program.
POPULATION SERVED	Severe Behavior Handicapped/Seriously Emotionally Distrubed Children and Youth.
DESCRIPTION	Positive Education Program (PEP) operates six day treatment centers for children and youth, ages 6 through 18, and two early intervention centers for children who are six and below. The early childhood programs serve children with developmental delays as well as those with behavior problems. A parent is required to participate with the child in treatment, contribute services while participating in the program, and after completion of treatment, continue working with other families on a payback basis. Parent implementation is the most important component of the program. The day treatment centers serve school-age children with a wide range of disturbed and disturbing behaviors. Average length of stay is 14 months. The integrated academic and treatment program is highly structured, utilizing incentive systems, verbal mediation techniques and group procedures. The level systems in each unit enables a child to earn more privileges and have more autonomy as his behavior becomes more appropriate. Camping is an integral part of the program, providing a rich group experience which promotes teamwork and cooperation. The PEP programs operate within an ecological framework which includes parent training and community involvement. Parents of children in treatment attend weekly two-hour group meetings, and follow a curriculum which emphasizes behavior management techniques which are consistent with those utilized in the treatment centers. Parents who are "hard-to-reach" are served by capable graduate parents who work with them in their home or other settings. A liaison staff is involved in mobilizing community resources to support the child and to work with the school to which the child will return. Liaison counselors are available to the child, the family, and the school for crisis intervention when problems develop. PEP has developed extensive data systems which are computerized. A Research and Training component has been added through the creation of an Institute for the Ecological Studies of Children and Youth, in cooperation with Cleveland State University and Kent State University. Present program development activities include summer teacher training institutes, training and consultation to teachers and other personnel in target school districts which are interested in improving services to handicapped in both special and regular classrooms, and opening of two group homes during the coming year.
MATERIALS AVAILABLE	Books: Helping Disturbed Children, $7.50, Parent Training Manual, $5.00 and Descriptive brochures are available upon request.
FUNDING INFORMATION	This program is funded by Special Education with excess cost paid by participating school districts, Community Mental Health Board, Foundation grant, Title VI Incentive Grant, United Way Services and contracts with other agencies. Yearly operational cost is $2.7 million with a capacity of 354 students; 530 total students were served in 1979-80 school year. Implementation costs are $350,000 – $400,000 for one center serving 50–60 students for one year (11 months of operation).
CONTACT PERSON	Dr. Rico Pallotta, Executive Director, Positive Education Program, 1827 East 101st Street, Cleveland, OH 55106.

PROGRAM TITLE

Project Employability.

POPULATION SERVED

Low functioning educable mentally handicapped and high functioning trainable mentally handicapped high school age students classified as being unemployable.

DESCRIPTION

Project Employability serves approximately 1010 EMH and 180 TMH high school age students residing in a ten county area of eastern Ohio. The project is designed to develop a training process to meet the needs of a segment of the educable mentally retarded (EMR) and trainable mentally retarded (TMR) population whose vocational needs are not presently being met by the existing community based work-study program, vocational school setting or sheltered workshop. Student needs are identified, employability levels will be defined, and an instructional program is developed to make the students employable on the competitive job market.

MATERIALS AVAILABLE

Project Employability: Home/School/Work Handbook, Project Employability: Student Performance Handbook, and Criterion Referenced Checklist.

FUNDING INFORMATION

This was a Title IV–C funded project. Specific cost information may be obtained by contact the person listed below.

CONTACT PERSON

Robert L. Talarico, Director, Lewis Burrell, Project Director, East Central Ohio SERRC, 818 Boulevard, Dover, OH 44022. (216) 343–3355.

PROGRAM TITLE	Severe Communication and Behavior Disorder Program.
POPULATION SERVED	"Autistic–like" children, ages 3–22, who demonstrate severe language and behavior disorders.
DESCRIPTION	Program consists of eight special classes serving "autistic–like" children residing within a six county region. Each classroom is staffed by a certified teacher and two teacher aides. Ancillary support for the program is provided by speech therapists and a half-time occupational therapist. Program development is coordinated by the Miami Valley Regional Center for the Handicapped under the direction of a governing board. Major curriculum components of the program include: developing and improving daily living skills such as dressing, feeding, toileting and washing; reducing undesirable behaviors; developing appropriate behaviors related to interpersonal interactions; improving academic performance from readiness to more advanced academic subjects; developing functional receptive and expressive language skills; and prevocational skill training. Frequent communication between the child's parents and teachers help to coordinate and monitor the effectiveness of specific interventions being implemented in both the home and school. Parents are encouraged to record their child's behavior in the home in order to facilitate assessment and planning of appropriate interventions. Parents are encouraged to work in the classrooms with their children. A series of eight parent training sessions are offered to parents of these handicapped children.
MATERIALS AVAILABLE	Program staff publishes a newsletter five times per year. Training packages for parents of autistic-like children are available upon request at cost. For additional information write the contact person.
FUNDING INFORMATION	The program is supported by state special education monies (60%) and reimbursement by participating local districts.
CONTACT PERSON	Daniel R. Heaton, Coordinator, Severe Communication and Behavior Disorder Program, Miami Valley Regional Center for Handicapped Children, 1150 Beatrice Drive, Dayton, OH 45404. (513) 236–9965.

PROGRAM TITLE

Time for Me.

POPULATION SERVED

Developmentally disabled, physically handicapped, and multiple handicapped-ages birth through adult.

DESCRIPTION

Project Time for Me started in 1977 when the Mid Eastern Ohio Special Education Service Center (MEO/SERRC) and Kent State University First Chance Project agreed to train respite care workers for severely handicapped children. Later the Akron United Cerebral Palsy Association became the fiscal agent for this endeavor and greatly expanded its financial resources and operation. In the five years of its existence, Time for Me has trained over 75 respite care givers and provided 6,000 service hours to 145 families in Summit, Portage, and Medina counties. The training program now includes 20 hours of in-class instruction and 20 hours of supervised training and experience with handicapped children and adults. The project employs an Outreach worker responsible for the family/care giver referral system, a Training Coordinator responsible for recruiting and educating respite workers, a Project Administrator and a secretary.

MATERIALS AVAILABLE

Training Manual and Packet; Slide/Tape Presentation about Time for Me; and Video tape of training sessions.

FUNDING INFORMATION

Funded by federal and state developmental disabilities grants plus local agency contributions. Start up cost is about $36,000 and operational cost is approximately $99,000 per year.

CONTACT PERSON

James L. Williams, Chairman, Board of Advisors, Project Time for Me, 14605 Granger Road, Maple Heights, OH 44137. (216) 587–5960. Janet McPeak, Coordinator, 318 Water Street, Akron, OH 44308. (216) 376–6041.

PROGRAM TITLE	Behavior Control and Classroom Management: An Inservice Program.
POPULATION SERVED	Special and regular education teachers who serve handicapped students.
DESCRIPTION	Behavior Control and Classroom Management is a structured inservice training program available to regular and special educators. This training program covers the following topical areas: operationalizing the behavior teaching model, gathering baseline data, reinforcement, strategies for implementing behavioral change, punishment, analysis of classroom management techniques, classroom management systems, and Individual Educational Plans. Each topic is presented during a 3½ hour session, once a week for 8 weeks. Information presented during the first session is implemented by the classroom teachers who gather data regarding the effectiveness of behavior management strategies, using their students as case studies. This data is discussed during the second inservice session and teachers receive additional help and guidance from presentors as well as peers. Direct application of information presented and monitoring of skill acquisition is emphasized throughout all training sessions.
MATERIALS AVAILABLE	Syllabus: Behavior Change and Classroom Management—A seven page syllabus describing a general schedule for workshop sessions, specific objectives, and activities. Syllabus will be made available upon request at current printing costs. Supplemental materials accompanying workshop presentations include handouts and a bibliography of journal articles and research.
FUNDING INFORMATION	Start up monies for the program were provided through Title VI. Currently the project is supported by P.L. 94—142 monies. Teachers wishing to participate in this program initiate a request through their building principals. A cost of $15.00 is assessed per teacher. The approximate total cost of a workshop for 12 participants is $15.00 X 6 sessions or $3,00 per program including workshop leaders and materials.
CONTACT PERSON	Orville Clark, Project Director, Cooperative Educational Service agency No. 13, 908 West Main Street, Waupun, WI 53963. (414) 324—4461.

PROGRAM TITLE

Directions for Instructional Change: An Inservice Program.

POPULATION SERVED

Special and regular education teachers who serve handicapped students.

DESCRIPTION

Directions for Instructional Change is a structured inservice program covering the following topical areas: operationalizing the Individual Educational Plan taching model, reinforcement, task analysis of a specific instructional area, gathering baseline data, selecting appropriate teaching strategies and instructional materials, and writing Individual Educational Plans. Each topic is presented during a 3½ hour session, once a week for 8 weeks. Workshop participants are expected to transfer information presented directly to their classroom environment. The effectiveness of each strategy is discussed during subsequent training sessions and teachers receive additional help and guidance from presenters as well as peers.

MATERIALS AVAILABLE

Syllabus: Directions for Instructional Change—An eight page syllabus describing a general schedule for workshop sessions, specific objectives and activities. Syllabus will be made available upon request of current printing costs. Supplemental materials accompanying workshop presentations include handouts and a bibliography of journal articles and research.

FUNDING INFORMATION

Teachers wishing to participate in this program initiate a request through their building principal. A cost of $15.00 is assessed per teacher. The approximate total cost of a workshop for 12 participants is $115.00 X 6 sessions or $3,000. per program including workshop leaders and materials.

CONTACT PERSON

Orville Clark, Project, Cooperative Educational Service Agency No. 13, 908 W. Main Street, Waupun, WI 53963. (414)324—4461.

PROGRAM TITLE

Exceptional Education Early Childhood Parent Training Program.

POPULATION SERVED

Handicapped children ages 3 to 6 years.

DESCRIPTION

Children ages 3 to 6 identified as having exceptional education needs are programmed for in Racine Unified Schools both in the classroom setting and on a home training basis. Classroom Exceptional Education Early Childhood teachers are released on a regularly scheduled basis to conduct home visits to the parents of the children in their classrooms. The Early Childhood Curriculum Specialists provide the classroom instructional and additional enrichment curriculum activities when the teacher is released for home visits. The home visit activities follow a sequenced set of objectives based on the individual child's need. In addition to the individual home visit segment of this program, a highly qualified Early Childhood Program Support Teacher/Home Trainer conducts additional parent training in the homes of those parents who have requested the service because of unusual or complex needs. The Program Support Teacher/Home Trainer also coordinates regularly scheduled parent small group discussion meetings with a primary focus on sharing parental concerns. Another segment of the Exceptional Education Early Childhood outreach to parents are the bimonthly parent workshops on various topics pertinent to all parents of preschool children, handicapped or nonhandicapped. The topics have included Behavior Management Techniques in the Home, Nutrition for Young Children, Motor Development, etc. The objectives for all segments of the Exceptional Education Early Childhood parent involvement component are to assist parents with developmental delay problems and to address parenting skills. Parent involvement is a strong component to the Racine Exceptional Education Early Childhood program in meeting the needs of handicapped young children.

MATERIALS AVAILABLE

Materials may be available by writing directly to the contact person listed below.

FUNDING INFORMATION

This program is locally funded with P.L. 94–142 flow-thru funds.

CONTACT PERSON

Donna Barootian, Supervisor, Division of Exceptional Education, Racine Unified School District, 2220 Northwestern Avenue, Racine, WI 53404. (414) 631–7171.

PROGRAM TITLE

Experience Based Career Education (EBCE).

POPULATION SERVED

This project has been approved for students, grades 11 and 12, of all abilities ranging from gifted to mildly mentally handicapped. The Fond du Lac EBCE project has directed its activities specifically to the needs of educable mentally handicapped students, grades 11 and 12.

DESCRIPTION

The Fond du Lac Experience Based Career Education project has been validated as a model project by the Joint Dissemination and Review Panel (JDRP) of the Department of Education. Handicapped students, grades 11 and 12, spend four days per week at any one of 250 community experience-sites of their choosing and one day per week at the EBCE learning center. Students are encouraged to (1) analyze the many different experience sites available; (2) examine their own values, interests, and aptitudes relative to possible experience-sites, (3) choose the places and jobs they wish to investigate, and (4) spend from one to thirteen weeks at the job sites they have selected. During the time that they are on their job sites, the students observe, talk with, and become actively involved with employed adults in their normal working environment. Arrangements are made for a designated employee (i.e., resource person) to take a special interest in the handicapped students by answering their questions, introducing them to other employees, familiarizing them with business related materials and products, and supervising hands-on experience. EBCE learning coordinators monitor pupil progress on the experience-site. During the one day each week that the handicapped students are at the EBCE learning center, learning coordinators help students turn job experiences into academic experiences, and these into earned high school credit. Learning center coordinators relate academic areas of English, Math, Social Studies, and Science to the particular career that the student is investigating. Additional instruction related to specific job skills, work habits, and daily living skills (e.g., budgeting, bank) is provided.

MATERIALS AVAILABLE

Materials may be available by writing to the contact person.

FUNDING INFORMATION

Each EBCE staff member requires one set of project-produced materials at $75 per set. Other start up costs include staff training, technical assistance and travel for project staff. The Career Information System (McKnight Publishing Co.) is an integral part of the EBCE projects. Per pupil cost for maintenance is slightly lower than cost for students enrolled in the regular high school program.

CONTACT PERSON

Ronald R. Nelson, Goodrich-Annex—Fond du Lac School District, 140 S. Military Road, Fond du Lac, WI 54933. (414) 921–2440.

PROGRAM TITLE Kurtzweil Reading Machine.

POPULATION SERVED Blind public school students in Wisconsin.

DESCRIPTION The project distributes to blind students in local school districts in the State of Wisconsin a Kurtzweil Reading Machine. The machine is on loan for a period of 9 weeks. The conditions under which the machine is distributed are: 1) The school district must send a teacher of the Visually Impaired to the Professional Services Center for the Visually Handicapped for a one-day training course. 2) The machine is delivered to the school, and set up. 3) Upon completion of use, the machine must be returned to the school district. 4) Service on the machine is financed by the U.S. Office of Education, as was the original cost of the machine.

MATERIALS AVAILABLE Operating manual for Kurtzweil Reading Machine.

FUNDING INFORMATION This project is funded by the U.S. Office of Education, and the State of Wisconsin.

CONTACT PERSON Gerry Atkins, 1700 West State Street, Janesville, WI 54545. (608) 755–2949.

PROGRAM TITLE

Learn'n Grow Project.

POPULATION SERVED

Educable Mentally Retarded and borderline Trainable Mentally Retarded.

DESCRIPTION

The Learn'n Grow Project is designed to teach academic, social, and vocational skills through gardening. Students grow plants from seed and sell them. Some are used to landscape area schools and some plants are used to produce vegetables for a Fall freezing and canning project. Students have a real work experience and a variety of academic skills are taught via this highly motivating program. Students learn to be responsible as they participate in a wide range of jobs from caring for plants in the school greenhouse to tending plants in a real garden. Students get a sense of accomplishment and are able to experience the realities of the world of work. The higher functioning students assume leadership roles and see to it that various jobs are done correctly. The Project offers opportunities for the lower functioning student to succeed also!

MATERIALS AVAILABLE

Mini-lessons, description of program, plans for building cold frames and plant stand.

FUNDING INFORMATION

This program is funded by the Special Education Department at a cost of $200 per year. Materials and equipment needed to implement the program costs about $600.

CONTACT PERSON

William Wingren, Shawn Peronto, Madison Junior High School, 2020 South Carpenter, Appleton, WI 54911. (414) 735–6161.

PROGRAM TITLE Mainstreaming Inservice Center.

POPULATION SERVED Regular and special education teachers and administrators.

DESCRIPTION The Racine Unified School District's Exceptional Education Department operates an inservice training program for regular education and exceptional education teachers which is designed to assist teachers in sharpening instructional skills in working with exceptional education students who are mainstreamed into regular classes. The program is based on a center approach, which releases the teachers for a period of three days to attend the Mainstreaming Inservice Center. A substitute teacher is provided for the classroom. There are 6–8 teachers in attendance for each weekly three day session. The Center coordinator and assistant coordinator provide follow-up services to the teachers, at their request, in addition to the teacher training activities. The program became operational at the beginning of the 1980-81 school year. All sessions were filled for the entire year by mid October. Teachers volunteer to participate in the inservice sessions. Among the general activities scheduled for the three day session are: familiarization of exceptional education handicapping conditions, techniques of behavior management, alternative instructional methods, participation in IEP and Multidisciplinary Team meetings, legal aspects of mainstreaming, and adaptation of materials.

MATERIALS AVAILABLE Outline of activities of three day program.

FUNDING INFORMATION The program is funded by P.L. 94–142 flow through funds.

CONTACT PERSON Donna Barootian, Supervisor, Division of Exceptional Education, Racine Unified School District, 2220 Northwestern Avenue, Racine, WI 53404. (414) 631–7171.

PROGRAM TITLE

P.L. 94–142 Project Computerization.

POPULATION SERVED

Regular and special education administrators who work with handicapped children demonstrating a variety of handicapping conditions.

DESCRIPTION

P.L. 94–142 Project Computerization is a computerized data base designed to assist regular and special education administration in monitoring all aspects of programs for Exceptional Educational Needs (EEN) students. An IBM 5120 is used for the storage and retrieval of information. The data base consists of the following types of information: (1) M team referral decisions, notification set to parents regarding referral decisions, parental permission forms, student observation and evaluation reports, notificaton sent to parents regarding Case Conference schedule, Individualized Education total service plan, parental permission for placement, request for hearings and annual review data; (2) student data and enrollment figures; (3) fiscal data; (4) personnel data and reports; (5) local, state, and federal reports; and (6) program inventories. The system assists in on-going monitoring of student progress as well as in developing full service programming.

MATERIALS AVAILABLE

IBM 5120 User's Guide available at cost. Computer program is available to those adopters with compatible equipment.

FUNDING INFORMATION

This project was originally funded with State Discretionary funds from 94–142 and District 94–142 funds. Initial cost was approximately $12,000 for equipment. Yearly operational costs did not increase because current staff was trained to operate the program.

CONTACT PERSON

Dennis L. Mullen, EEN Director, School District of Marinette, District Office, 1010 Main Street, Marinette, WI 54143. (715) 735–9043.

PROGRAM TITLE	Project Escape - Employment Skills, Career Adventures and Physical Encounters.
POPULATION SERVED	High school aged students currently enrolled in programs for the emotionally disabled and mildly handicapped.
DESCRIPTION	The Appleton Area School District's Special Education Department in cooperation with Youth Services, Inc., and the Outagamie Manpower Council (CETA) developed project ESCAPE in an attempt to complement the existing educational program offered to high school age mentally handicapped and emotionally disabled students. The goal of project ESCAPE is to promote future employability of handicapped students through provision of supervised group work opportunities and experiences. Project activities include: weekly community involvement experiences such as field trips, participation in community projects, volunteer work, and assisting the elderly; weekly activities involving world-of-work orientation and career exploration; physical activities program designed to improve body image/body awareness, team play, non-competitive games, and leisure time sports; twenty-four hours of training and work experience on an outdoor environmental beautification project, and a twelve hour per week summer job. Evaluation of project ESCAPE impact measured in terms of teacher and administration perceptions of student behavior, student attendance, student willingness to engage in group activities, incidents of delinquent behavior, student's self-ratings and parent perceptions regarding student's home behavior. Project ESCAPE staff includes the Director of Youth Services, Assistant Director of Special Education, Special Education teachers, Vocational/Exceptional Education Consultant, School Social Worker, and a Community Resource Coordinator.
MATERIALS AVAILABLE	Health Curriculum for Exceptional Students.
FUNDING INFORMATION	This program is funded through the Outagamie Manpower Council and CETA at a cost of $18,261.00 per year.
CONTACT PERSON	William J. Joy, Assistant Director, Jon McCluskey, Teacher, Exceptional Education, Appleton Area School District, 120 East Harris Street, P. O. Box 2019, Appleton, WI 54913. (414) 735–6129.

PROGRAM TITLE

Project SUCCESS.

POPULATION SERVED

University students who demonstrate specific language disabilities.

DESCRIPTION

Project SUCCESS is designed to meet the needs of university students who demonstrate specific language disabilities which hamper their ability to read, spell, and compose. These students may also be encumbered by a lack of social perception. Project SUCCESS offers: (1) small group work designed to remediate reading, spelling, writing and speaking difficulties; (2) academic counseling with respect to required coursework; (3) individual tutoring related to course work; (4) individual scheduling of exams so as to allow the handicapped individual additional time for completion; (5) proctors who are available to read exams to handicapped individuals; and (5) the use of cassett tape recorders for taking lecture notes. Project SUCCESS employs trained university student tutors. Year end evaluation of handicapped students receiving Project SUCCESS services indicate that these students demonstrated significant gains in spelling and reading plus a meaningful gain in their cumulative grade point average.

MATERIALS AVAILABLE

Materials may be available by writing to the contact person.

FUNDING INFORMATION

There are no additional student fees associated with the Project SUCCESS services. Students in the program pay regular university tuition and room and board costs.

CONTACT PERSON

Robert T. Nash, Ed.D., Associate Professor, Special Education Program, College of Education and Human Services, University of Wisconsin–Oshkosh, Oshkosh, WI 54901. (414) 424–3421.

PROGRAM TITLE

Spring Camp for Exceptional Children.

POPULATION SERVED

Learning disabled physically handicapped, mentally handicapped and behaviorally disordered students ages 3 to 21 years.

DESCRIPTION

A five day outdoor education program offered during the third week of May which is sponsored by the Marshland County chapter of the Council for Exceptional Children. While at Spring Camp, handicapped students have an opportunity to take part in canoeing, swimming, fishing, hiking, physical education activities, arts and crafts, and field trips. Special programs such as disco dancing and judo demonstrations have been provided. Special education teachers participate in Spring Camp by volunteering their time to act as camp counselors to their students. Therefore, in addition to giving consideration to outdoor, leisure time activities, Spring Camp provides opportunities for curriculum enrichment. Two established camp sites in Wisconsin have been used as the location for Spring Camp.

MATERIALS AVAILABLE

Materials may be available by writing to the contact person.

FUNDING INFORMATION

The money needed to send handicapped children to Spring Camp have been raised through a variety of activities which include: selling note cards, pencils, pens, car washes, bake sales, paper drives, and rummage sales. Donations have been secured from individuals, businesses, community organizations and service clubs.

CONTACT PERSON

Kenneth Donohue, CESA No. 13, 908 West Main Street, Waupun, WI 53963. (414) 324–4461.

PROGRAM TITLE

Strengthening Outreach Services (SOS) for the Hearing Impaired: A Comprehensive Consultative Assistance Program.

POPULATION SERVED

Hearing impaired individuals, 0—18 years of age.

DESCRIPTION

Strengthening Outreach Services (SOS) for the Hearing Impaired is designed to assist in the development of optimal educational programs for hearing impaired children throughout the state of Wisconsin. A professional team, comprised of the program administrator, two school psychologists, a diagnostic-prescriptive teacher, an educational specialist, a Learning Disabilities Consultant, a parent educator, and communication specialists, provide comprehensive consultative services of five major types. Direct consultation to teachers and/or support staff in developing individual education plans and strategies for program implementation. Diagnostic/prescriptive services to assist in the Case Conference process and IEP development. Classroom demonstration of instructional strategies to assist in the implementation of IEP's. A Parent-Infant home training includes parent counseling and parent education for 0—3 year old hearing impaired infants. Inservice education is provided to teachers, support staff, parents, hearing impaired students and their hearing peers. SOS program staff receive requests for services from directors of special education representing local education agencies throughout the state of Wisconsin.

MATERIALS AVAILABLE

A brochure describing SOS services will be made available upon request.

FUNDING INFORMATION

Program support funds are provided from Title IV—C monies, and State General Purpose Revenue for professional consultation from staff at the Wisconsin School for the Deaf.

CONTACT PERSON

Evelyn Grant, Title IV—C Coordinator, Wisconsin School for the Deaf and Educational Service, Center for the Hearing Impaired, Delavan, WI 53115. (414) 728—2677.

PROGRAM TITLE The Work Assessment and Training Program.

POPULATION SERVED Secondary 9–12 handicapped students.

DESCRIPTION The goal of the Work Assessment and Training program is to assist students in the process of becoming an independently functioning adult. This is done through making the students fully aware of their potential–their strengths and their weaknesses–while providing them with the basic vocational skills. At the present time, the students are offered assessment and training in the following Learning Laboratories: Home/Industrial Maintenance, Printing/Graphics Arts, Auto Mechanics/Auto Body, Clerical/Typing, and Food Services. The students also participate in a Basic Education class which emphasizes job finding and job keeping skills and in a Physical Education class. While enrolled in the Work Assessment and Training program, the students maintain their attendance status of their home high school and earn credits toward graduation. Students, both regular education and special education, who participate in the program are referred by parents, teachers, counselors, administrators, or self-referred. The Center's staff is composed of both exceptional education teachers and teachers trained in the specific vocational areas offered.

MATERIALS AVAILABLE Comprehensive two day Vocational Assessment program. Cost: printing and handling.

FUNDING INFORMATION This is a local and state funded pro, am.

CONTACT PERSON Donna Barootian, Supervisor, Division of Exceptional Education, Racine Unified School District, 2220 Northwestern Avenue, Racine, WI 53404. (414) 631–7171.